

THE IMPLEMENTATION OF AUDIOBOOKS FOR LISTENING
COMPREHENSION IN FIFTH GRADE STUDENTS

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Trabajo de grado presentado como requisito parcial para obtener el título de
Licenciado en la Enseñanza de la Lengua Inglesa

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Resumen

La necesidad de desarrollar la habilidad de comprensión auditiva de los estudiantes de grado quinto del instituto educativo Jesús de la Buena Esperanza de Pereira, nos lleva a implementar audiolibros *-para nuestro caso historias y cuentos para niños-* que permitan a los estudiantes aprender a escuchar de una forma sencilla y divertida, enfocándose a su vez en comprender el contenido de la historia *-argumento, personajes, y lugares-*. Para la realización de dicho proceso, tuvimos en cuenta las etapas requeridas para una exitosa actividad de escucha (*antes, durante y después del audio*), adaptando material según las necesidades y el nivel de Inglés de los estudiantes. Al mismo tiempo, consideramos que el uso de los audiolibros con material suplementario (hojas de trabajo) beneficia a aquellos estudiantes que no están acostumbrados a escuchar y comprender historias. Para nuestra investigación nosotras utilizamos cuatro herramientas para la recolección de datos: Video, hojas de trabajo, encuestas y entrevistas; Los datos que obtuvimos de estas herramientas, indican que: La implementación de audiolibros fomenta a los estudiantes para que se involucren en las clases de Inglés y a mejorar su pronunciación.

Palabras claves: Comprensión auditiva, audio libros, hojas de trabajo, historias y cuentos para niños, pronunciación y léxico.

Abstract

The need to develop listening comprehension skill in fifth grade students of Jesus de la Buena Esperanza school in Pereira, led us to implement audiobooks –*in this case children stories and fairly tales*- that allow students to learn listening in a simple and fun way, focusing on understanding the content of stories –*plot, characters, and places*-. For the development of the process we took into account the stages required for a successful listening activity (*pre-during-post*) and the importance of adapting material according to students' needs and English level. At the same time, we consider that the use of audiobooks with supplementary material (worksheets) benefits students who are not used to hearing and comprehending stories. For our research we used four tools for collecting data: videos, worksheets, surveys and semi-structured interviews. The data we obtained from these instruments indicated that the implementation of audiobooks encourages students to be more involved in the English classes and to improve their pronunciation.

Key words: Listening comprehension, audiobooks, worksheets, children stories and fairly tales, pronunciation and vocabulary.

Acknowledgements

We would like to acknowledge our families for the support given during our lives, especially at this stage where we made one of our important dreams come true, to be professionals. Also we thank the public school –*Jesus de la Buena Esperanza*- that allowed us to implement our research project and our advisor, the professor Ronald A. Perry who guided us in this process.

“Keep your dreams alive. Understand to achieve anything requires faith and belief in yourself, vision, hard work, determination, and dedication. Remember all things are possible for those who believe.”

-Gail Devers-

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1. Statement of the problem

The process of learning English involves the integration of the four skills – *speaking, writing, reading, and listening*- to bring successful outcomes. Nevertheless, we decided to focus our study on the listening comprehension skill that is considered a demanding process, not only because of the complexity of the process itself, but also due to factors that characterize the listener, the speaker, the content of the message, and any visual support that accompanies the message (Brown & Yule, 1983). For this reason, we implemented audiobooks as an effective tool to engage students' participation in the English class and to develop listening comprehension.

Based on our experiences as students and as pre-service teachers, we can say that the pronunciation problems of some teachers affect the language learning process of the students and this makes the development of listening comprehension skill much more difficult than it would be in countries where English is a native language. In other words, Colombian students have less opportunity to acquire important aspects of pronunciation (such as stress, intonation and rhythm) or cultural aspects of the language. For these reasons, our students need challenging listening activities that not only encourage them in the language learning process but also allow them to exploit their abilities.

In Pereira's schools today we have observed many instances in which the method for giving listening practice is not successful because teachers present listening activities such as songs and films where the specific purpose is just to entertain students who repeat lyrics or dialogs instead of enhancing their' listening comprehension.

This study focuses on the implementation of audiobooks for listening comprehension in fifth grade students of the public school "Jesus de la Buena Esperanza". Our main reason for implementing this project was to look for a useful tool to help not only

learners to develop their listening comprehension but also teachers to change the classroom environment. As Grover & Hannegan (2008) argued “Audiobooks bring together a listening experience and a learning experience that benefit students and teachers.” In this sense, our study supports not only Grover & Hannegan’s idea (2008) that “listening to audiobooks enhances comprehension, fluency, vocabulary, and language acquisition, as well as overall reading achievement” but also the Burkey’s idea (2009) that “Audiobooks offer the unique opportunity of altering the listener’s point of reference, allowing a new voice to speak inside our heads.” Specifically, we wanted to know what implications the use of audiobooks had for EFL instruction in 5th grade at Jesus de la Buena Esperanza.

2. Research Questions

2.1 Main Question

- ☞ What implications does the use of audiobooks have for EFL instruction in 5th grade at Jesus de la Buena Esperanza?

2.2 Subquestions

- ☞ How do students benefit from the pedagogical aids use by teacher during the audiobook activity?
- ☞ How do 5th grade students perceive the impact of the use of audiobooks on their listening comprehension skill?

3. Objectives

3.1 Main Objectives

- ☞ To identify some implications of the use of the audiobook activities in listening comprehension.
- ☞ To observe the impact of the use of audiobook on the listening comprehension skills of 5th grade Colombian EFL students.

3.2 Specific Objectives

- ☞ To identify the ways that students take advantage of audiobook activities.
- ☞ To observe the effect of the implementation of audiobooks on the listening comprehension skill of Colombian fifth grade EFL students.

4. Definitions

4.1 *Listening*: According to Treuer (2006), listening is something you consciously choose to do. Listening requires concentration so that your brain processes meaning from words and sentences.

4.2 *Hearing*: According to Treuer (2006), hearing is simply the act of perceiving sound by the ear. If you are not hearing-impaired, hearing simply happens.

4.3 *Listening comprehension*: O'malley, Chamot and Küpper (1989) define listening comprehension theoretically as an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge.

4.4 *Audiobooks*: According to Kaminsky (2003) audiobooks are books read aloud and recorded to be listened to on some kind of player. An audiobook is a recording that is primarily of the spoken word as opposed to music.

4.5 *Worksheet*: A sheet of paper on which problems are worked out or solved and answers; according to Ur (2004) the presence of such material is of immense value in contextualizing and bringing to life the listening situation as well as in aiding comprehension of the language.

4.6 Glossary

ACTFL: American Council on the Teaching of Foreign Languages.

EFL: English Foreign Language.

TL: Target Language.

5. *Literature Review*

5.1 *Audiobooks*

Audiobooks are stories recorded on CD and narrated by individuals other than the authors. According to Burkey (2009) “Audiobooks offer the unique opportunity of altering the listener’s point of reference, allowing a new voice to speak inside our heads.” Through her experience as a teacher- librarian, Burkey found that listening to an audiobook allows the listener to have a new perspective of the story. In other words, the listener’s experience of the story depends on the narrator’s performance. “A skilled narrator transfers the story’s mood, characterization, and setting through expression, accent, dialect, and tone.” (Burkey, 2009).

On the other hand, the narrator’s use of stress and intonation appropriate to the story helps students engage in the story and reinforces listening comprehension. In this respect, Wolfson (2008) mentioned some of the things that teachers can do with audiobooks: “model reading, teach critical listening, build on prior knowledge, improve vocabulary, improve fluency, encourage oral language usage, develop comprehension and increase motivation to interact with books”. In addition, Grover & Hannegan (2008) assert that “listening to audiobooks enhances comprehension, fluency, vocabulary, and language acquisition, as well as overall reading achievement.”

Hence, “most of the literacy skills and strategies that are utilized by the audiobook reader are exactly the same as the comprehension skills and strategies that we teach our students. The only difference is that we have substituted the visual understanding of written words with the auditory understanding of written words” (Wolfson, 2008). He claims that listening to an audiobook and reading a text are aids to developing comprehension skills.

Several research studies have demonstrated that audiobooks can be successfully implemented in the classroom. One of these studies was done by Brown & Fisher (2006). They conducted a study in the Monroe Middle School –*Tampa, Florida*- where audiobooks were an important component of the school wide program to immerse students in the reading experience. In this study, audiobooks were incorporated into a balanced literacy program where students were immersed in reading through the use of audiobooks. Those audiobooks complemented their textbooks in order to get students involved in their learning process.

Brown & Fisher (2006) reported that the implementation of audiobooks in classes encouraged students to develop their reading skill and to improve their reading level. “The school wide acceptance of the program has improved Monroe’s results on the statewide assessment. The reading scores have risen the past four years. Some of the biggest gains were made by the lower quartile of students, 76% of whom made several years of growth, the highest mark in our district of 42 middle schools.”

Another study that suggests that audiobooks can be used to improve the literacy skills of English language learners in the middle and high school was conducted by Ramirez and Goldsmith (2002) at Berkeley High School, where thirteen percent of students came from homes where English is not the mother tongue (Latinos and Asians students). For this study Ramirez formed a group of two dozen students who during lunch periods, listened to and discussed audiobook stories. Then as a practice those students had to read the audiobooks to kindergarteners. The researchers found that “audiobook listening had increased their skills as oral readers. The kindergarten teacher concurred, noting that Earphone English members' oral reading skills spiked after just a month of listening to

audiobooks.” Also, Ramirez and Goldsmith (2002) discovered that “some students wanted to listen first and then see the print version.”

Other studies indicated that listening to audiobooks not only increases the students’ listening comprehension but also creates a positive attitude toward the class. The first study conducted by Franklin (1996) demonstrated “students in a high school English class to be very positive about listening to an audiobook when given the choice of reading the text alone.” His research revealed that “students who listened and followed the printed text often were motivated to read ahead and focus more on the actual book. Perhaps reluctant readers might also be motivated to read text on their own with the help of audiobooks.”

In addition, other studies suggest that listening to audiobooks not only works as a complement for reading activities but also helps students to enjoy stories. On this point, Yosca (2004) stated that, “students enjoy listening to library selections because they provide a ‘voice’ for the novel they are reading in class.” Similarly, in the study conducted by Aron (1992) he found that “mature readers who enjoyed reading books did not substitute listening for reading; they listened in addition to their reading.” (p.211).

5.1.1 *Benefits of using audiobooks*

Implementing audiobooks for listening comprehension has some benefits that help students in their English learning process. According to Lilly (2006) those benefits are:

- ☞ Using audiobooks to teach children in school offers them variety;
- ☞ Children with reading challenges can follow the readings from audiobooks while looking at the printed material and increasing their learning skills;
- ☞ Audiobooks of popular stories hold students’ interest; some students prefer to “read” by listening;

- ☞ Audiobooks help children decipher the proper pronunciation of certain words that they would have difficulty reading.

By hearing the pronunciation and seeing it in print, they grasp it better. Serafini (2004) reinforces Lilly on some benefits of using audiobooks. These benefits include:

- ☞ Exposing readers to new vocabulary. When new words are heard in the context of a story they become part of a child's oral and eventually written vocabularies;
- ☞ Providing demonstrations of fluent reading and appropriate phrasing, intonation, and articulation;
- ☞ Creating opportunities for readers to discuss literature;

Similarly to Serafini, Krashen (1981) considers that providing learners with comprehensible input is essential to the learning process. "Students learn a new language best when they receive input that is just a bit more difficult than they can easily understand. In other words, students may understand most, but not all, words the teacher is using." (Krashen, 1981)

5.2 *What is listening?*

According to Treuer (2006) "Hearing is simply the act of perceiving sound by the ear. If you are not hearing-impaired, hearing simply happens. Listening, however, is something you consciously choose to do. Listening requires concentration so that your brain processes meaning from words and sentences. Listening leads to learning."

Listening involves three different skills: perception, analysis and synthesis. In a study developed by McDonough and Shaw (1993) they categorized the differences among those skills

Processing sound/ Perception skills: The complete perception doesn't emerge from only the source of sound; listeners segment the stream of

sound and detect word boundaries, contracted forms, vocabulary, and sentence and clause boundaries. *Processing meaning/ Analysis skills*: listeners categorize the received speech into meaningful sections, identify redundant material, keep hold of chunks of the sentences, think ahead and use language data to anticipate what a speaker may be going to say. *Processing context/ Synthesis skills*: Every context has its individual frame of reference, social attitude and topics. Listening is thought as ‘interplay’ between language and brain which requires the “activation of contextual information and previous knowledge” where listeners guess, organize and confirm meaning from the context. (p. 133)

What is more, those skills need to work together as complements of each other, to allow the listener to process meaning and context to get a comprehensible message. There are three forms of listening: active, passive and inattentive. Those forms were discussed by Weissglass (1990) who stated that

The *active* where the listener reflects back her or his "impression of the expression of the sender" what the talker is communicating. The *passive* listening; the listener doesn't say anything, but indicates interest and attention by maintaining eye contact and periodically nodding or smiling. The *inattentive* listening; the sounds enter someone's ears, but there is little or no attempt to comprehend or respond.

5.3 *The use of audiobooks for the listening comprehension process*

According to O'malley et al. (1989) “listening comprehension is an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge.” In this sense, the successful of the listening comprehension process depends on the input that the students receive. “Optimal input is interesting and/or relevant and allows the acquirer to focus on the meaning of the message and not on the form of the message” (Krashen, 1981). Choosing an audiobook with comprehensible message helps students to infer the meaning and to facilitate the listening comprehension process. When students can identify the general idea,

the characters and the context of a story using their prior knowledge they are decoding the message.

Krashen (1981) affirms that “the best input is comprehensible, which sometimes means that it needs to be slower and more carefully articulated, using common vocabulary, less slang, and shorter sentences” similarly Underwood (1989) states “many English language learners believe that the greatest difficulty with listening comprehension is that the listener cannot control how quickly a speaker speaks.” We consider that parsing and repeating the audiobook are effective strategies that can be helpful in making comprehensible input even more comprehensible. Ur (1984) suggest that “If the teacher manages to stop at an exciting point each time, students know what is about and are motivated to find out what happening next.” Equally, Carbo (1987) argued that “listening to stories recorded at a slower-than-usual pace reduces much of the stress involved in reading and has been found to increase fluency and comprehension.” This was evident in the study developed by Chang, Chang and Koh (1993) who found that “Taiwanese college-level students were most bothered by fast speech. Repeated listening was the most popular strategy that they used to improve comprehension, regardless of level of proficiency.”

As well as parsing, the use of worksheets helps students to focus on the main point of the story during the listening activity. A basic tenant of Communicative Language Teaching is the notion that language is learned most effectively when learners have a real purpose in using the target language. With respect to the listening skill, this aim can be achieved by providing listeners with questions that they will answer after they have been exposed to the listening selection. This is to say, students need worksheets that contain questions that allow them to focus on the main aspects of the audiobook stories. According to Pospieżyńska (2000) “many listening activities require students to answer some

questions after they hear a text, so it is quite helpful for the learners to see the questions before they begin listening, as they know what sort of information they have to look for.” This argument is corroborated by Buck's (1991) study which involved introspective case studies, “test-takers who previewed the test questions reported that it helped them understand better and they listened specifically for answers to the questions.”

5.3.1 Teachers' role for listening activities

Important to the success of listening activities is the role that teachers play since they are the ones who guide students through the activity. As Underwood (1989) points out “the role of the teacher in listening activities includes: exposing students to a range of listening experiences; making listening purposeful for the students and helping students understand what listening entails and how they might approach it.” We consider that an important part of the teachers' role is to provide students with comprehensible input that help them to comprehend the main idea of the audiobook story. This is to say, students do not need to know the whole vocabulary in order to decode the message. On this point, we agree with Krashen (1981) that “students should be able to understand the essence of what is being said or presented to them.”

6. Methodology

6.1 Type of study

Ours was a qualitative research project because we were studying the implications and the outcomes that the listening comprehension process had through the implementation of audiobooks. As Denzin & Lincoln (1994) stated “qualitative research involves the studied use and collection of a variety of empirical materials: personal experience, introspective, life story interview, observational, historical, interactional, and visual texts that describe routine and problematic moments and meaning in individuals' lives”. This qualitative research focused on the students’ behavior toward the classes. We used the typical methods of qualitative research, such as: videos, surveys and interviews. This data is shown in tables in the findings section.

6.2 Methods for data collection

6.2.1 Interviews

In our research we implemented the semi structure interview where “the interviewer can change the order of the questions or the way they are worded. He/she can give explanations or leave out questions that may appear redundant; the main job is to get the interviewee to talk freely and openly” (Powney and Rubin 1995). This interview was conducted during the last class in order to gather the participants’ perspectives about the implementation of the audiobooks during the English classes and to gain insight about how the participants increased their listening comprehension. This semi structured interview consisted of five simple questions in Spanish about the use of audiobooks during the English classes. Sample questions for this interview included: 1) *¿Considera que ha incrementado su vocabulario con el uso de audio libros en clase?* (See Appendix A for the interview protocol). The interview was video-recorded and transcribed for analysis.

6.2.2 Observations & Videos

For each class we divided the roles. One researcher played the role of teacher while the other observed and filmed. The observations and the videos were important tools in our research because those helped us to be aware and re-viewed different or special aspects of the classes –*behavior, participation, interaction*- that we could not observe at the moment of teaching and it also permitted us to analyze the data. All lessons were recorded with duration of 30 minutes for each class.

6.2.3 Surveys

In order to determine if the students not only understood the audiobooks story but also increased their knowledge about English, we chose a survey as one of our data collecting instruments. This survey was conducted at the end of each class. In order to answer the survey, we selected six students taking into account their behavior and participation during the lesson. At the end of the process, we had distributed a total of 56 surveys -28 surveys per group-. Sample questions for this survey included: 1) *¿quienes eran los personajes de la historia?* – 2) *¿Se le dificulto entender el vocabulario de la historia?* (See Appendix B for the survey protocol).

6.2.4 Worksheets

We implemented these worksheets during four sections and we used the information –*right and wrong answers*- as part of the data. The exercises contained in the worksheets varied according to the audiobook. For some worksheets students had to choose the correct word in order to complete the sentence; match the sentence with the correct word; put the word within the paragraph and connect the sentence with the name of the character (see appendix C).

6.3 Context

We developed our research project in the *Instituto Educativo Jesus de la Buena Esperanza*. It is a co-ed school located in center of Pereira. The facility consists of two floors. The main entrance is on the second story where there is the administrative staff office and some classrooms. In the first story there are the playground, the cafeteria and the other classrooms. For this project we worked with fifth A and fifth B grade; the classrooms are located on the second floor of the right side. These classrooms are big and illuminated (three large windows) and each one has 36 chairs, one desk, one bookshelf and two boards in front and back of the students.

The main teachers of both grades are *Licenciados en pedagogía infantil*, one of them expressed us: “yo solo les enseño los saludos y vocabulario.” From this we infer that students’ English knowledge is elementary.

The majority of the students’ families belong to stratum medium-low (three). The students are from the neighborhoods surrounding the school. The fifth A grade presents a basic English level while fifth B grade has a low English level.

6.4 Participants

The primary participants were the researchers who played the role not only as observers but also as teachers. The secondary participants were students of fifth A (33 students) and fifth B (35 students) grades in elementary school. These students were children from 9 to 11 years old. These included male and female students. Despite the fact that the majority of the students had elementary English level they showed interest and active participation during the listening comprehension activity.

6.5 Instructional Design

From February to March we spent two hour per week implementing the audiobook for listening comprehension in two groups: fifth A and fifth B. For each class we divided the roles. One researcher played the role of teacher while the other observed and filmed; we changed roles each class. We selected six audiobooks for basic/beginner English level in order to carry out our objectives with respect to the learners:

- ☞ To learn new words those are heard in the context of a story.
- ☞ To demonstrate fluent reading, intonation, and articulation.
- ☞ To infer the meaning of the story without a literal translation.
- ☞ To identify common elements from prior knowledge (e.g. names, places, and numbers).

Hence, for each class we followed the same procedure: At the beginning of each lesson we introduced the story, writing the title on the board, and then we asked students to infer the meaning of the title using clues and sometimes gestures. Afterwards, one of us wrote the sentences of the worksheet on the board while some students helped us to distribute it to their classmates. Before playing the audio we gave instructions about the activity and we had students repeat the sentences –in order to familiarize them with the pronunciation.-

During the listening activity we parsed the audiobook in order to give them the opportunity to answer the questions on the worksheets. Then, we asked them to write or to say the answers. As a closing activity, we asked questions about the characters, the places and the plot of the story in order to check their listening comprehension. Finally, we distributed the surveys to five or six students that we selected at random.

6.6 Researchers' Role

We participated as teachers and observers; thus our research project constituted participatory action research. As Tandon (1996) state “Its emphasis on people’s lived experiences, individual and social change, the construction of knowledge and, the notion of action as a legitimate mode of knowing, thereby taking the realm of knowledge into the field of practice”. This participatory action research allowed us to create a comfortable classroom environment due to the fact that we interchanged our roles in each class (e.g observer and teacher); its means that the constant changes of roles allowed us to have an effective interaction with the students.

6.7 Data Analysis

To make sense of the data that we collected, we separately analyzed the surveys from the participants, the videos of the classes, the students’ interview and the worksheets used in each class. First we collected the responses to the surveys; the answers from 5A and 5B graders were compared and tabulate (See Appendix B for Surveys: Protocol, samples & graphics). We conducted these surveys to evaluate the students listening comprehension about the stories given during class. Through the graphics we observed the differences between 5A and 5B with respect to their listening comprehension level.

We filmed the classes, and after each class we analyzed the videos in order to complement the information provided in them with the notes that we took during the class. In this analysis we made general observations. That is to say we identified different aspects of the class: students’ behavior, classroom environment, and students’ commitment with the class work that allowed us to figure out our findings. Then, we transcribed some examples from the videos in order to support our findings.

Also, we carried out and filmed an interview with eight students. Four of them were from 5A and the others were from 5B. Those students were chosen for their active participation. These interviews were done at the end of the process at the final class. Later on we transcribed these interviews.

Finally, we decided to evaluate the worksheets because we observed that students enjoyed and worked effectively with these tools during the listening activity. We analyzed the worksheets based on listening comprehension, pronunciation and vocabulary aspects that emerged throughout the process.

7. Findings

After analyzing the interviews, surveys and videos we found that use of audiobooks was a novelty for students of fifth grade which helped them to acquire a good level of comprehension that comprised increasing vocabulary, identifying characters, understanding and retelling the stories.

7.1 The use of audiobooks promotes students' affective involvement

Our use of audiobooks seemed to promote students' affective engagement in the class. For example, we noticed that students helped us organize the classroom prior to the activities (they provided us a chair for the tape recorder, they helped us to distribute the worksheets, and they erased the board at the end of the class). They paid close attention to the instructions we gave them during the classes and they participated by answering questions orally and writing answers on the board. They eagerly offered to fill out the surveys and answer interview questions.

S1: Profe, y porque no traen encuestas para todos

S2: Profe, yo le ayudo a distribuirlas

S3: Profe, yo la quiero llenar

S2: No, ella la lleno la semana pasada... Siempre ella, ah!

T: Entonces no se puede, porque en cada clase es un estudiante diferente. Y así todos pueden participar.

The use of audiobooks seemed to activate the students' intrinsic motivation. The analysis of videos showed us that students tended to repeat spontaneously words that they heard from the audiobooks. Words and sentences like "Lions," "shoes", "time," "the shoemaker and the elves," "Max is taller than me," "the blue cat"; were the most highlighted during the classes. The following transcript exemplifies this.

T: Bueno, ahora vamos a escuchar el audiobook "Growing & changing"

S'S: Profe que es growing?

-Teacher use gestures-

T: Significa creciendo.

S1: a profe entonces yo estoy growing mucho.

-Teacher plays the audio, and some students repeat spontaneously the word growing and other sentences that they heard -

S'S: growing, my birthday, and Max is taller than me.

S2: Profe my dog es como Max.

In the videos you can observe how the students repeat spontaneously some words or sentences that were interesting for them.

7.1.1 Audiobooks help students to achieve a good level of

Listening comprehension skill

The students were able to talk about the characters and events in the story. Moreover, they shared their perceptions of the story among themselves and complemented one another's descriptions. The following excerpt illustrates this:

S1: El niño cumplía años... Y le dieron un perro.

S2: No, era el perro que cumplía años y crecía muy rápido.

S3: Sí era un niño que cumplía años y su papá le dio un perrito que creció mucho.

T: You are right! Tienes razón... ¿y qué más pasó?

S3: Que el perro estaba pequeño y creció.

Another sample shows how audiobooks provide clues that help students to infer meaning and activate prior knowledge:

T: Ahí estan los cuatro personajes, ¿Cuáles son?

S'S: El perro, el gato, old donkey, la rosa

T: ¿Que significa old donkey?

S1: El mico, gorila

T: Monkey es mico... No, de las niñas a quien le gusta Winnie Pooh... *—some students raised their hands—* ¿Igor quién es?

S'S: Burro

S2: Old donkey, burro

The third sample shows how students achieved an acceptable level of comprehension in relation to the plot of the stories.

-Se trata de un zapatero Viejo que era pobre, no tenía dinero para comprar los materiales y los duendes lo ayudaron, ellos le hacían los zapatos en las noches y a la

mañana el zapatero los vendía. Al final con la plata de sus ventas, el zapatero y su esposa le hicieron ropa a los duendes.-

For the sample above, at the end of the audio the teacher asked students to give a general idea about the story. Several students were able to talk about it and one girl was able to relate the plot of the story in considerable detail.

7.1.2 The students were able to increase vocabulary through audiobooks

The following excerpts were taken from different classes that illustrated how the students could associate and predict the meaning of unfamiliar vocabulary associated with titles of stories.

-The musician of Bremen audiobook-

T: The musicians of Bremen (...) ¿qué quiere decir?

S1: La música de Bremen

S2: El musical de Bremen

T: El musical se pronuncia musical, como en español

S3: Las canciones (...) mmm, no, los músicos

T: Right! Los músicos de Bremen.

-The shoemaker and the elves audibook-

T: Escuchen el título “the shoemaker and the elves”

S’S: Shoemaker ¿Qué es?

T: ¿Qué significara shoemaker?

S1: Zapato

S2: Viene de zapato

T: Si! shoe es zapato y maker ¿que sera?

S3: Zapateria

T: Maker, make es hacer, entonces ¿qué significa?

S4: Hacer zapatos

S5: Zapatos viejos

T: Algo así, zapatero (...) “The shoemaker and the elves (...)” ¿que significara elves?

S1: Duende

-the student identified the word “elves” because he saw an image from the book-

T: Duendes, porque lleva “S”.

On the other hand, students were able to pronounce words that they heard but they asked about the written forms.

T: De cada animal van a decir algo en especial, les voy a poner el primero sobre pandas, entonces ustedes me tienen que decir las palabritas que ustedes escuchan, pongan atención.

-Teacher plays the audio-

S1: Pandas black and white

T: Quien sale a escribir...

S'S: Ella

T: hágale

-Student one goes to the board and write "black and Write", the teacher comes near to her and say "white" but student doesn't understand, so the teacher spell the word, then student write the word correctly-

T: Presten atención a lo que dicen aca – Play the audio-

S2: They like play with...

T: They like ¿que?

S3: El elefante está tomando agua.

T: Play

S'S: Esta jugando

S4: El elefante juega en el agua

T: ¿Quién lo escribe?

S'S: El que lo dijo, ella.

-Student four goes to board and the teacher repeats the sentence in english "playing with water" then the student writes "playing with uatter"-

T: ¿Está bien escrito agua?

S'S: Con w

T: ¿Quién lo escribe?

S5: Yo

- Student five goes to the board and he writes "water" and the teacher said to this student "right"-

The excerpt above suggests that the implementation of audiobooks and the methodology that the teacher used in the activity helped students to recognize words and to pronounce them but not to write them correctly. Students tended to write words as they heard them.

The next sample shows how the students could apply some words learned in class in their own contexts.

S1: ¿Qué hora es?

S2: Son las three o'clock.

S1: hora del descanso

S2: Sí, hora del break

S1: Voy a comprar un ice cream

S2: Un helado

This sample was taken during a class where two students had a spontaneous conversation about their break time and as we can see in the excerpt both students - especially student number two - used some English words and they tended to translate in order to confirm their ideas.

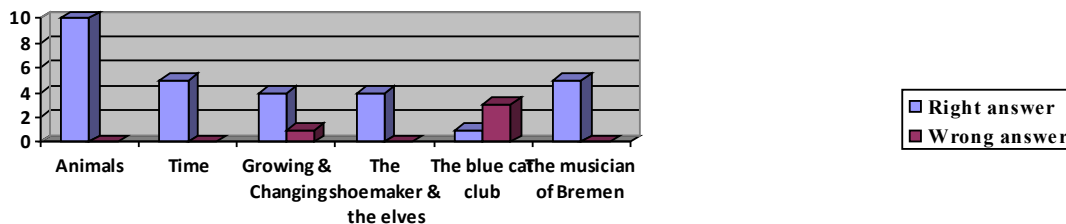
7.2 Parsing the audiobook and using worksheets facilitated

listening comprehension

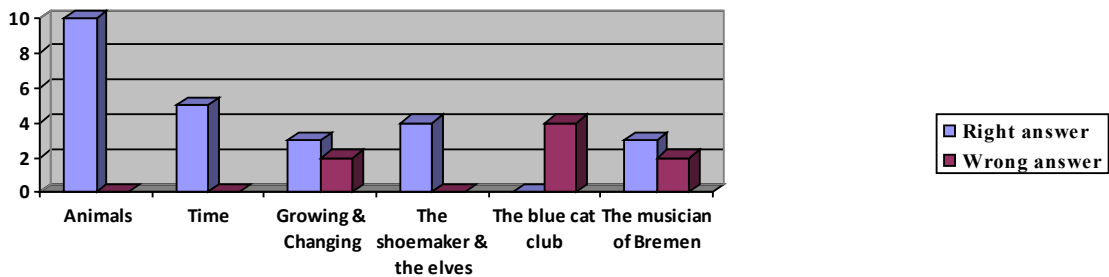
The following tables show the responses of two groups when we asked comprehension questions about audiobook stories that were presented to them. The table shows the names of the stories, the right and wrong answers to the questions about each story, and the total number of answers to each question. It is pertinent to mention that the story, “The Blue Cat Club” was presented straight through, without interruption, whereas the other stories were parsed – that is to say, we interrupted the presentations at certain points and asked comprehension questions before continuing. The following tables show that students answered the comprehension questions much more successfully when we parsed the audiobooks. A likely explanation for this is that the students know what is about and they are motivated to find out what happening next (Ur, 1983).

Table 2.

¿Pausar el audiolibro le permitió identificar los personajes de la historia?5A



¿Pausar el audiolibro le permitió identificar los personajes de la historia?5B



Analysis of the videos we made of our classes provided additional evidence that students understood the stories more easily when we parsed the audiobooks.

T: Ya, ¿que entendieron?

S1: Que hablan de elefantes

T: That's right Elephant es uno, ¿cual más? – bueno, por aca me dijeron elephant, ¿cual otro? Solo elephant

S2: Tratamos de ver cuál era el cuarto pero no entendimos

T: Cual era el primero

S3: Phanter

T: Quien dijo por aca, ¿phanter?

S'S: El (señalando a determinado estudiante)

T: Bueno lo pongo otra vez... ¿Cuál es ese, que entienden? Les doy una pista, empieza por “p”

S'S: Phanters, perro, perico

T: Pero en ingles

S'S: Dog, pig

T: Bueno esperen un momentico, escuchen el segundo

S'S: lains

T: Ustedes escuchan lains, pero es Lions

S'S: Ahhh!!! Leon, es el Segundo... Lions, leones

T: Escuchemos el tercero, ya saben que es elephants, ahora el cuarto

S'S: Donsing, dogs, perro

S4: Dolphin, delfin

The following excerpt shows how parsing the audiobook helped students to pay special attention to specific information that could help confirm their answers.

T: La primera es: “*he's so (...)*”

S1: Little

-Affirmative gesture-

T: por acá esta la segunda, listen.

S'S: Faster

T: Aquí va la tercera (...) ¿Cuál es?

-Nobody understood, so the teacher played the audio again-

S'S: Short

- Teacher repeated the audio again in the specific sentence-

T: Taller

S2: Ay! La saque buena (gestures of happiness)

T: Corrígela entonces en el tablero, aquí está el marcador.

A sample indicated that the use of worksheets helped students to follow the audiobook and to locate specific information in the stories – characters, places and general idea-. The following figures show worksheets used in different classes and how students successfully completed them.

Figure 1

THE SHOEMAKER & THE ELVES

❖ Match the sentences with the correct word:

1. "One last pair of D"
2. There's something on the F!
3. He puts the shoes in the A
4. "Here are three gold G"
5. "Look!" cries the B "more B"
6. He goes out and he H some more H
7. At midnight they see two I
8. "Let's make some J for them"
9. Dance, dance, C
10. Now his F is a good shop.

A. Window
B. Shoemaker - magic
C. dance
D. Shoes
E. Shop
F. table
G. coins
H. Buys - leather
I. Little - elves
J. clothes

GROWING & CHANGING *Cristian Algodoro*

❖ Based on the audiobook choose with an (X) the correct answer that completes the following sentences:

1. He was so Little could hold him in my arms:
2. Max is just growing Faster:
3. Dogs should not be taller that their boys:
4. Now, I'm seven and I'm taller than Max:
5. Max is done Growing

Big Little Tall
 Faster Slower Quickly
 Short Thin Taller
 Ten One Seven
 Growing Changing Walking

THE SHOEMAKER & THE ELVES

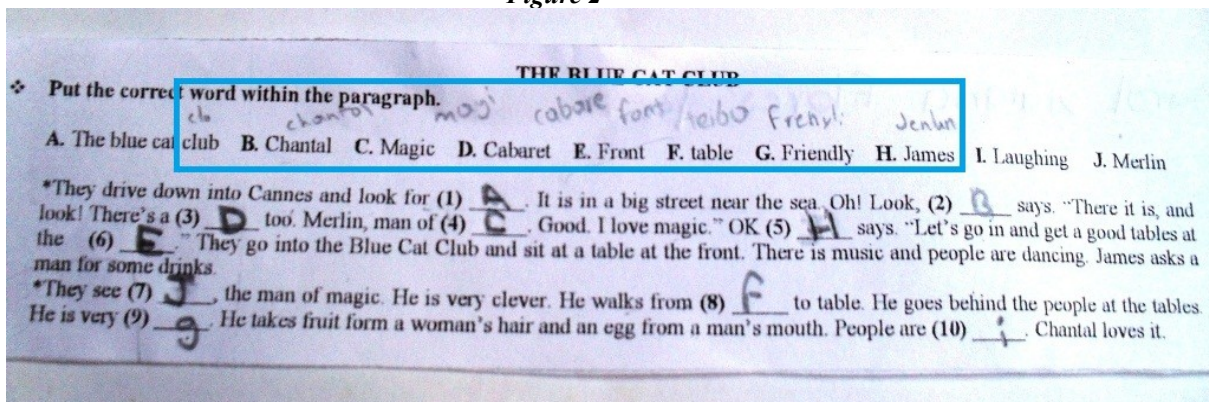
❖ Match the sentences with the correct word:

1. "One last pair of shoes"
2. There's something on the table!
3. He puts the shoes in the window
4. "Here are three gold coins"
5. "Look!" cries the shoemaker "more magic"
6. He goes out and he buys some more leather
7. At midnight they see two little elves
8. "Let's make some clothes for them"
9. Dance, dance, dance
10. Now his shop is a good shop.

A. Window ✓
B. Shoemaker - magic ✓
C. dance ✓
D. Shoes ✓
E. Shop ✓
F. table ✓
G. coins ✓
H. Buys - leather ✓
I. Little - elves ✓
J. clothes ✓

Interestingly, we found a girl who used the worksheet for improving her pronunciation. The figure 2 shows how this girl wrote above the words in the way that she understood the pronunciation.

Figure 2



7.3 Students' perception toward the use of audiobooks for the English class

For students the use of audiobooks was novel and interesting. According to some students the use a CD player during English class was new. A specific illustration of this is something that occurred in the third class where we could not play the audiobook because the electricity went off and we had to read aloud. Some comments from students were:

S1: Profe, nos gusta más la grabadora

T: ¿Por qué les gusta la grabadora?

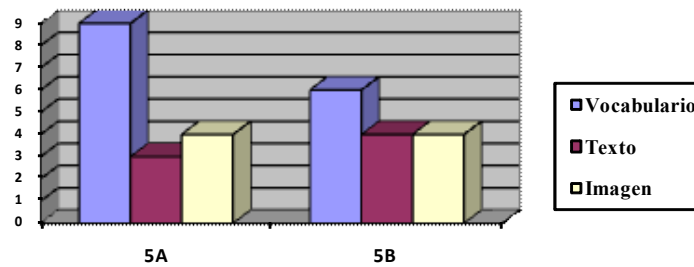
S2: Porque nunca la usamos

S3: Todos los profesores leen y leen

T: Pues sí, pero es solo por esta clase

Students seemed to consider vocabulary to be an important aid for the comprehension of audiobooks. The samples presented below refer to question 4 from the survey and the interview (see appendix A and B).

1. Ayudas para la comprensión del audiolibro



The figure above has three columns that refer to vocabulary (blue), text (red) and images (yellow). The bar showing the highest percentage points to students' preferences toward vocabulary as an important aid for the comprehension of audiobooks. The following excerpt illustrates students' perceptions about the role of audiobooks for increasing vocabulary.

Luisa: Sí, porque uno a través de eso aprende más, y va diciendo mejor las palabras.

Gisselle: Sí, mucho.

Luis: Sí, señora. Porque en el audiolibro uno escucha como mejor y entiende más.

Bryan: Sí, porque con el audiolibro se aprende muchas cosas de Ingles, muchas palabras (...) saber que uno entiende.

Angie: Sí, Porque así podemos escuchar más y captamos más las cosas (...) y la pronunciación.

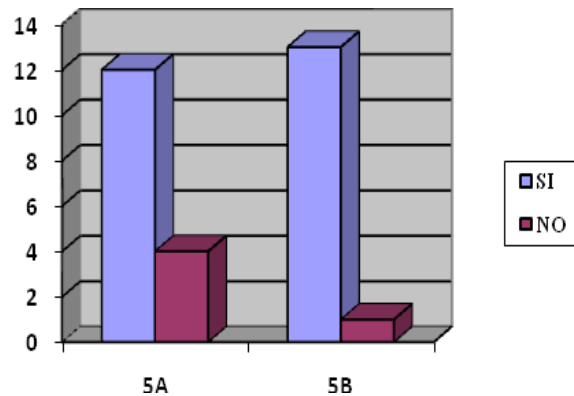
Cristian: Que lo guía más a uno, porque uno está pendiente de él, de lo que dicen, si o no, y a cambio con el profesor, el profesor digamos le explica algo...sí o no, entonces a usted al momentico se le olvida, en cambio con el audiobook él sigue, él explica pero uno como que se va guiando por (...) que, mmm.

We can see that students considered the audiobook as a tool for improving pronunciation and increasing vocabulary.

The following table shows the positive and negative responses of the students of both grades when we asked about the usefulness of parsing the audio as a strategy to facilitate comprehension of the story.

Table 1.

1. **¿Considera que pausar el audiolibro le permitió comprender aun más la historia?**



At the end of each class, we distributed surveys aimed at ascertaining students' perceptions of each audiobook activity. The following excerpt (presented in full in appendix B) gives six students' responses to question number five, which reads, "¿Considera que pausar el audiolibro le permitió comprender aun más la historia?"

Q5S1: "Sí, nos ayudaba a comprender lo que dicen"

Q5S2: "Sí, porque nos dejó escuchar los sonidos"

Q5S3: "Sí, porque las profesoras repitieron las palabras para entenderlas mejor"

Q5S4: "Sí, porque cuando uno no entendía ella lo volvía a poner"

Q5S5: "Si, porque es muy interesante ya que se aprende más fácil y es más eficaz"

Q5S6: "Sí, porque nos ayudaban a comprender más la historia"

It is evidence that students felt that parsing the audiobook help them o comprehend the story and to work at their own pace.

Statements that the students made during the interviews indicate that the use of worksheets helped them to remember vocabulary and follow the organization of the stories. At the same time they said that the classes were interesting and enjoyable.

Luisa: Porque nos entregaban las oraciones y nos ponían el audiolibro, entonces ahí íbamos aprendiendo más y memorizando.

Bryan: Porque las oraciones, uno podía aprender a armar la historia

Santiago: Me gustaron las oraciones porque es la manera de nosotros aprender mejor.

Luis: Las oraciones con que trabajábamos porque con estas oraciones aprendemos más.

Huilbuilder: Siii, sí se aprende mucho más fácil porque uno le pone más cuidado a lo que se dice, pues se hace una clase más interesante.

These comments suggest that the sentences on the worksheets provide students with point of reference before listening to the audiobook stories.

8. *Discussion of the findings*

In this section we will address the three research questions that guided the present study:

- ☞ What implications does the use of audiobooks have for EFL instruction in 5th grade at Jesus de la Buena Esperanza?
- ☞ How do students benefit from the pedagogical aids use by teacher during the audiobook activity?
- ☞ How do 5th grade students perceive the impact of the use of audiobooks on their listening comprehension skill?

8.1 Successful implementation of audiobooks for EFL instruction

The subjects of our study demonstrated a positive attitude toward the audiobook activities: They willingly helped the teacher with the organization of the classroom and during the activity they paid attention to the audiobook, answered questions and exchanged ideas with us (their teachers) and with their classmates. As a result they increased their vocabulary and comprehension skills. Ramirez & Goldsmith (2002) reported a similar experience in relation to a study they conducted at Berkeley High School with a group of two dozen of children who engaged in informal literary discussion in English during lunch period. They formed a group using audiobooks for improving children oral reading skills. Ramirez & Goldsmith reported that “those teens who practiced their pronunciation skills by reading aloud to kindergartners over the course of a semester reported that audiobook listening had increased their skills as oral readers.”

We found that using audiobooks and accompanying these activities with appropriate pedagogical aids such as worksheets, aided students’ comprehension skills and fostered acquisition of vocabulary. Our experience seemed to confirm Wolfson’s affirmation (2008)

that “Audiobooks can model reading, teach critical listening, build on prior knowledge, improve vocabulary, improve fluency, encourage oral language usage, develop comprehension and increase motivation to interact with book.” Similarly, Grover & Hannegan (2008) cited in Wolfson’s article, assert that “listening to audiobooks enhances comprehension, fluency, vocabulary, and language acquisition, as well as overall reading achievement.” We noticed that when students of both grades -5A, 5B- were exposed to the audiobooks were able to identify familiar words and to learn new ones; in fact, they were able to use these words in communicative contexts during the class (greetings, numbers, time expressions, etc).

Serafini (2004) writes “teachers and parents are encouraged to use audiobooks because they expose readers to new vocabulary. As new words are heard in the context of a story they become part of a child’s oral and eventually written vocabularies.” In our research we noticed how students also improved their vocabulary with the implementation of audiobooks. This was evidence when they used the vocabulary already learned in their own context.

Avery, Avery, and Pace (1998) believed that “integrating audiobooks into literature programs in English classes can be an effective means to illustrate and extend learning of themes, character study, using graphic organizers, relating literature to current social issues, reflection through journal entries, study dialogue, and teach to multiple intelligence levels.” The implementation of audiobooks helped students to comprehend the stories. They were able to talk about the plots of the stories, to identify characters and to follow the stories with the aid of worksheets.

8.2 The effectiveness of teacher's aides for listening comprehension skill

According to Underwood (1989) “Many English language learners believe that the greatest difficulty with listening comprehension is that the listener cannot control how quickly a speaker speaks.” In our study, we found that parsing was a successful strategy that allowed students to work at their own pace to be focus on specific information about the story through the worksheets, and to listen more attentively. This finding supports Ur’s statement (1984) who claims that “If the teacher manages to stop at an exciting point each time, students know what is about and are motivated to find out what is happening next.” Additionally, we found that parsing the audiobook facilitated the students’ listening comprehension and allowed them to feel more confident with the stories. This seems to reinforce a study guided by Carbo (1987) who argued that “listening to stories recorded at a slower-than-usual pace reduces much of the stress involved in reading and has been found to increase fluency and comprehension.”

The use of worksheets seemed to increase students’ comprehension and it helped them to remember vocabulary and follow the stories the use of questions as points of reference. As Pospieszńska (2000) said “many listening activities require students to answer some questions after they hear a text, so it is quite helpful for the learners to see the questions before they begin listening, as they know what sort of information they have to look for.”

Ur (1984) explained that “in the foreign language classroom: the teacher reads out a story or question, and the students follow her words in their textbooks [...] and it does get students used to how the language sounds and to the correspondence between orthography and pronunciation.” However, she argued that “it does happen occasionally that the written work actually interferes with accurate aural perception.” Other authors (Ur, 1984; Weir,

1993) argue that “the use of printed text may alter the nature of listening processing by distracting the test-takers from concentrating on the oral input.” We consider that this interfere occurs when teachers provide students with the whole text of the audiobooks instead of using challenging activities that help them to develop their listening comprehension.

The worksheets we used in our study served a somewhat different role. The questions or sentences used in the worksheets helped students to have a point of reference while listening to the audiobooks. Also, the fact that we read aloud the worksheets before playing the audiobook helped students to become familiar with the sounds of the stories so that were able to comprehend the stories and to answer the worksheets successfully.

Our practice of giving students specific points of reference, such as questions about the audiobook story, helped them to focus on the story and to be more involved in the listening activity (e.g. the students could fill the worksheets while they were following the audiobook story). Our experience supports the Buck's (1991) study, which involved introspective case studies. He reported that “test-takers who previewed the test questions reported that it helped them understand better and they listened specifically for answers to the questions.” Some authors (Buck, 1991; Cohen, 1984; Shohamy & Inbar, 1991) have suggested that “question preview may help to focus the listeners' attention in the right direction.”

8.3 The students' perception about the implementation of audiobooks for the English class

Students of both grades -5A, 5B- reported that the class was different because the use of audiobooks was a new activity in the English class; these comments reinforce Lilly (2006) who claims that “Using audiobooks to teach children in school gives them variety,

instead of just listening to their teacher.” Also students expressed that it is entertaining to hear audiobooks because some of them were presented by different narrators who changed their voices and made funny sounds. These audio effects helped students to be more attentive to the stories; Yosca (2004) points out that “Students enjoy listening to Listening Library selections because they provide a ‘voice’ for the novel they are reading in class.”

Students told us that audiobooks were important because they expose them to different accents and help them to improve pronunciation and increase vocabulary. These comments support Lilly (2006) who affirms that “audiobooks of popular stories hold students’ interest; and audiobooks help children decipher the proper pronunciation of certain words that they would have difficulty reading. By hearing the pronunciation and seeing it in print, they grasp it better.” What is more, some students said that listening to audiobooks gave them opportunities to reinforce their listening and reading skills; this corroborates the study conducted by Brown & Fisher (2006) in the Monroe Middle School where audiobooks were incorporated into a balanced literacy program and students were immersed in reading through the use of audiobooks. This study revealed that “the books on tape helped all students read independently, and many had never read a book in their lives.”

Our study induces us to agree with Phyllis, -head of the reading department of Atlantis Academy, Miami, FL- who says that “Audiobooks are a powerful literacy tool. I’ve used them in my classroom for over 10 years and watched audiobooks change my students’ lives.” For us audiobooks are a useful tool within the English learning process that encourages students to be involved in English classes.

9. *Pedagogical Implications*

The use of audiobooks can be an effective way to provide students in state schools with challenging listening activities that help them to achieve proficiency. Students need to be exposed to genuine listening experiences, and audiobooks give them the chance to hear the normal speech of the English language as well as to improve their pronunciation. The implementation of audiobooks in fifth grades at Jesus de la Buena Esperanza School stimulated students' interest in the English class.

In the same way, teachers who are under intense pressure to add novelty to their classes can use audiobooks as an alternative tool. We found, in our research, that students considered audiobooks to be a novel and entertaining pedagogical tool.

Teachers who avoid oral activities (like reading stories) because they are conscious of their own deficient pronunciation could use audiobooks as a means of giving their students listening practice.

The implementation of the audiobooks could benefit teachers whose speaking skills are deficient. When teachers have this problem it affects the students' learning process because students can misunderstand what the teacher says and can pick up the same pronunciation mistakes. Thus, we consider that audiobooks can be used by teachers as a support tool. According to the American Council on the Teaching of Foreign Languages (ACTFL) (2006) "Pronunciation is an area of great difficulty for the untrained EFL teacher. But, with a little training and practice you can facilitate the improvement of your student's pronunciation almost as well as the seasoned professional."

10. *Research Implications*

Teachers' pronunciation deficiencies often affect their communicative ability and their self confidence. The implementation of audiobooks could be a useful strategy for teachers who are self-conscious about their own speaking and pronunciation. We consider that future research could look into the extent to which Colombian teachers consciously avoid certain kinds of activities because of they feel that their pronunciation is not good.

Teachers can also use audiobooks in order to allow students to hear correct models as a means of reinforcing grammatical structures and increasing vocabulary. Thus, future research could investigate how audiobooks could be used to reinforce grammar patterns, vocabulary and pronunciation.

In our study students often repeated what they heard from the audiobook. A research project could focus on the extent, and the circumstances in which, students spontaneously repeat words and phrases that they become familiar with because of listening to audiobooks.

11. *Conclusions*

Improving listening comprehension in state schools by implementing audiobooks can be not only a novelty into the English classes but also an effective tool to foster students' involvement in the learning of English as a foreign language. What is more, this implementation could allow teachers to make the English classes a bit more enjoyable and to carry out challenging activities for students.

The use of printed material can serve as a valuable support when presenting audiobook stories. In our study the use of worksheets was beneficial because it helped students to listen with purpose and to focus on important aspects of the stories. Thus, our students were able to talk about what they understood from the audio -*The plot of the story, the characters and the places*, - to communicate ideas and personal opinions about the stories and to be more interested in the listening activity. For these reasons, we can affirm that students took advantage of these aids (worksheets) given by us for developing their listening comprehension.

Finally, the use of audiobooks can be a handy tool for teachers and students who have difficulties with pronunciation because it helps them to develop their speaking ability, increase vocabulary and improve fluency.

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Appendix A

2. Interview

1.1 Interview protocol

1. ¿Le pareció interesante el uso de audio libros en la clase de inglés?
2. Que fue lo que más le llamo la atención del audio libro: La voz del narrador, las imágenes, las oraciones. (Worksheets)
3. Cuando comprende más la historia: Narrada atreves del audio libro o narrada por la profesora.
4. ¿Considera que ha incrementado su vocabulario con el uso del audio libro en clase?
5. ¿Le gustaría que se le facilitaran audio libros para agilizar el aprendizaje del inglés en su casa?

2.2 Interview transcription

1.2.1 Luisa

S: Mi nombre es Luisa Fernanda Cardona Arbeláez
T: El grado
S: del grado quinto A... mmm! Ah!
T: El nombre del colegio
S: Estudio en el Jesús de la Buena Esperanza
T: O.K Luisa, ¡eh! hemos llevado un proceso de mes y medio, casi dos meses, bueno, entonces, estas las preguntas: ¿Le pareció interesante el uso de audiolibros en la clase de ingles?
S: Si, señora
T: ¿Por qué?
S: Porque aprendimos mucho, y fue muy buena la clase.
T: ¿Qué fue lo que más le llamo la atención del audiolibro? La voz del narrador, las imágenes o las oraciones, oraciones me refiero a los papelitos que siempre trabajábamos.
S: Las oraciones

T: ¿Por que?
S: Porque nos entregaban las oraciones, y nos ponían el audiolibro, entonces ahí íbamos aprendiendo mas y memorizado
T: O.K ¿cuando comprendiste mas la historia? Narrada a traves del libro o cuando la profesora leyó
S: Eh!... Ambas
T: Y ¿como que diferencias encontraste entre ambas?
S: Eh!... De que, pues diferencias ninguna, porque los dos lo decían bien.
T: Eh! ¿Considera que ha incrementado tu vocabulario con el uso de audiolibros?
S: Si, porque uno a través de eso aprende más y va diciendo mejor las palabras.
T: Eh!... ¿Te gustaría que te facilitaran o te dieran algunos audiolibros para estudiarlos en la casa?
S: Me encantaría, porque es muy interesante

1.2.2 Bryan

S: Mi nombre es Bryan Camilo Ovando, estoy en el grado quinto A, mi colegio se llama Jesús de la Buena Esperanza
T: O.K Bryan, Eh! A través, hemos llevado un proceso con los audiolibros entonces quiero que me respondas estas pregunticas: ¿Le pareció interesante el uso de audiolibros en la clase de ingles?
S: Si, señora
T: ¿Por qué?
S: Porque uno en la clase de inglés aprende mucho.
T: ¿Que fue lo que más le llamo la atención del audio libro? La voz del narrador, las imágenes, las oraciones.
S: A las oraciones
T: ¿Por qué las oraciones?
S: Porque las oraciones, uno podía aprender a armar la historia.

T: O.K ¿Cuando comprende más la historia? Recuerda que tuvimos una clase que fue, que la profesora leía el texto, y en las otras clase se, se utilizaba mas el audiolibro. ¿Cuándo entendías mas la historia con el audiolibro o con la profesora leyendo?
S: Con el audiolibro
T: y ¿Por qué? Que diferencia encontraste
S: Porque, porque ahí lo dicen y uno, y uno a través de la voz que dicen uno encuentra la palabra que es
T: ¿Considera que ha incrementado su vocabulario con el uso del audio libro en clase?
S: Si, porque con el audiolibro se aprende muchas cosas de ingles, muchas palabras... saber que uno entiende.
T: ¿Le gustaría que se le facilitaran audio libros para agilizar el aprendizaje del inglés en su casa?
S: Si

1.2.3 Carol

S: Buenas, mi nombre es Carol Vanessa Cortes, soy del grado quinto A y... mi colegio es Jesús de la Buena Esperanza

T: Ok Carol ¿Le pareció interesante el uso de audio libros en la clase de inglés?

S: Si, señora

T: ¿Por qué?

S: Porque en estos tiempos, en estas clases que ustedes nos han dado he aprendido más inglés y el vocabulario y muchas cosas más.

T: ¿Que fue lo que más le llamo la atención del audio libro: La voz del narrador, las imágenes, las oraciones?

S: Las imágenes

T: ¿Por qué?

S: Porque así se distinguía más el personaje

T: ¿Cuando comprende más la historia: Narrada a través del audio libro o narrada por la profesora?

S: Con la profesora

T: ¿Por qué?

S: Porque a la profesora se le entiende más

T: ¿Considera que ha incrementado su vocabulario con el uso del audio libro en clase?

S: Perdón, repite

T: Si. ¿Considera que ha incrementado su vocabulario con el uso del audio libro en clase?

S: Claro, por que también voy a entrar a estudiar inglés.

1.2.4 Santiago

S: Eh! Mi nombre es Santiago Aguirre Ospina, tengo 12 años, soy del grado quinto A, el nombre del colegio es Jesús de la Buena Esperanza

T: Ok Santiago, eh! ¿Le pareció interesante el uso de audio libros en la clase de inglés?

S: Si, señora

T: ¿Por qué?

S: Porque nos hace aprender mas por medio de la, por el audio

T: ¿Que fue lo que más le llamo la atención del audio libro: La voz del narrador, las imágenes, las oraciones?

S: Las oraciones que utilizamos

T: ¿Por qué?

S: Me gustaron las oraciones por que es la manera de nosotros aprender mejor.

Porque es la manera de nosotros aprender

T: ¿Cuando comprende más la historia: Narrada a través del audio libro o narrada por la profesora?

S: Cuando utilizamos el audiolibro

T: ¿Por qué? Que diferencias encontraste

S: Bueno, la encontré porque ahí los personajes que se identifican por la voz, entonces es mejor identificado con el audio

T: ¿Considera que ha incrementado su vocabulario con el uso del audio libro en clase?

S: Eh! Si

T: ¿Considera ¿Le gustaría que se le facilitaran audio libros para agilizar el aprendizaje del inglés en su casa?

S: Si, señora

1.2.5 Gisselle

S: Mi nombre es Gisselle, estoy en quinto B, mi colegio se llama Jesús de la Buena Esperanza

T: Que te pareció ¿Te pareció interesante el uso de audio libros en la clase de inglés?

S: Si

T: ¿Por qué?

S: Porque aprendí... Me divertí mucho

T: O.K ¿Que fue lo que más le llamo la atención del audio libro: La voz del narrador, las imágenes, las oraciones? Los papelititos que trabajábamos, los worksheets con los que trabajábamos en clase

S: Todo me gusto

T: ¿Cuando comprende más la historia: Narrada a través del audio libro o narrada por la profesora?

S: Cuando lo leía la profesora

T: ¿Por qué?

S: Porque le entendía mas

T: ¿Considera que ha incrementado su vocabulario con el uso del audio libro en clase?

S: Si, mucho

T: ¿Considera que ha incrementado su vocabulario con el uso del audio libro en clase?

S: Si

T: ¿Le gustaría que se le facilitaran audio libros para agilizar el aprendizaje del inglés en su casa?

S: Si

1.2.6 Lina

S: Mi nombre Lina Marcela, estoy en el grado quinto B, el nombre del colegio es Jesús de la Buena Esperanza

T: Ok Lina ¿Le pareció interesante el uso de audio libros en la clase de inglés?

S: El ¿que?

T: El uso de audio libros ¿Te pareció interesante?

S: Si

T: ¿Por qué?

S: Porque aprendí mucho de eso

T: ¿Que fue lo que más le llamo la atención del audio libro: La voz del narrador, las imágenes, las oraciones?

S: Todo

T: ¿Cuando comprende más la historia: Narrada atreves del audio libro o narrada por la profesora?

S: A través de, cuando lo leía, porque pues en el audio

T: Audiolibro

S: Audiolibro o a veces en la grabadora lo escuchaba bien

T: ¿Considera que ha incrementado su vocabulario con el uso del audio libro en clase?

S: *(Gesto afirmativo)*

T: ¿Le gustaría que se le facilitaran audio libros para agilizar el aprendizaje del inglés en su casa?

S: Si, yo tengo uno

T: ¿Y lo utiliza?

S: *(Gesto afirmativo)* y a veces lo traigo aca

1.2.7 Luis

S: Me llamo Luis Fernando Mejía Martínez, grado quinto B, por el momento hemos visto ingles, el nombre del colegio es Jesús de la Buena Esperanza

T: Ok Luis ¿Le pareció interesante el uso de audio libros en la clase de inglés?

S: Si, señora

T: ¿Por qué?

S: Porque en vez de leer, escuchábamos y estábamos mas atentos

T: ¿Que fue lo que más le llamo la atención del audio libro: La voz del narrador, las imágenes, las oraciones?

S: Las oraciones con las que trabajamos

T: ¿Por qué?

S: Porque con esas oraciones aprendemos mas

T: ¿Cuando comprende más la historia: Narrada atreves del audio libro o narrada por la profesora?

S: Cuando fue narrada en el audiolibro

T: ¿Por qué? Que diferencia encontraste

S: Porque en el audiolibro uno escucha como mejor y en cambio, mientras uno lee a veces se para o no se entiende bien

T: ¿Considera que ha incrementado su vocabulario con el uso del audio libro en clase?

S: Si, señora. Porque en el audiolibro uno escucha como mejor y entiende más.

T: ¿Le gustaría que se le facilitaran audio libros para agilizar el aprendizaje del inglés en su casa?

S: Si, señora

1.2.8 Daniel

S: Daniel, del grado quinto B, del colegio Jesús de la Buena Esperanza

T: Ok Danny ¿Le pareció interesante el uso de audio libros en la clase de inglés?

S: Si

T: ¿Por qué?

S: Porque es bueno y se puede escuchar y leer

T: ¿Que fue lo que más le llamo la atención del audio libro: La voz del narrador, las imágenes, las oraciones?

S: La voz del narrador

T: ¿Por qué?

S: Porque es una voz como la de los animales

T: ¿Cuando comprende más la historia: Narrada atreves del audio libro o narrada por la profesora?

S: Cuando el audiolibro

T: ¿Por qué? Que diferencia encontraste

S: Porque es con grabadora

T: ¿Considera que ha incrementado su vocabulario con el uso del audio libro en clase? Has aprendido algunas palabras nuevas con el audiolibro

S: Si, lo del burro

T: ¿Le gustaría que se le facilitaran audio libros para agilizar el aprendizaje del inglés en su casa?

S: *(Gesto afirmativo)*

1.2.9 Angie

T: Bueno... ¿Te parece interesante el uso de audiobooks en las clases de inglés?

S: Sí, me parece muy interesante porque por medio de ellos podemos aprender cosas nuevas, podemos hablar inglés, podemos ir a otros países, podemos tener cosas nuevas cosas, interesantes y podemos identificarnos en muchas partes.

T: Bueno, eh... ¿Cuál de los siguientes herramientas te facilitan la comprensión del audiobook, eh las imágenes, eh los textos o la mímica?

S: La mímica, porque, porque por ejemplo si una profesora nos habla inglés, inglés quedamos igual, pero si viene y nos hace mímica nos puede señalar y podemos aprender cosas nuevas, y por esa sencilla razón es mejor eso.

T: Bueno, ¿Cuándo consideras, pues cuando comprendes mas la historia cuando la narra la profesora o cuando la pones con el audiobook?

S: Con el audiobook

T: ¿Por qué?

S: Porque así podemos escuchar más y captamos más las cosas...y la pronunciación

T: A ver, que otra eh... ¿Con la, pues con las actividades realizadas con los audiobooks llegaste siquiera a entender la idea principal de la historia que estaban dando?

S: Sí... Sí, alcan, alcance a notar porque al igual hay unas palabras muy fáciles que uno las capta

muy rápido y porque como hemos aprendido mucho también es, es breve captar las cosas.

T: Mmm ok, Bueno, se te hace fácil identificar los personajes cuando escuchas?

S: Sí,

T: Pero como los identificas, por las características que dan o por los nombres en sí

S: Por las características

T: Mmm... ¿consideras que las actividades que realizamos, en, en la implementación de audiobooks en clases fueron efectivas? O sea aprendiste mucho

S: sí, sí, demasiado y no solo yo mis compañeros también por eso ahora la clase de inglés ca, casi todos sabemos porque ya o sea las enseñanzas que ustedes nos dieron podemos aprender mucho más.

T: Bueno, y para ti, o sea personalmente a ti te gustaría tener la posibilidad de que el colegio oh, pues te, te brindaran la oportunidad de tener audio libros o audiobooks como dicen, pero en tú casa como para practicar

S: Sí claro, uno puede practicar mucho y aprende mucho más.

T: Pues, o sea ¿consideras que de verdad sirven los audiobooks?

S: uhh de masiado

T: Ah! Listo pues gracias.

S: A la orden.

1.2.10 Huilbuilder

T: ¿Le parece interesante el uso de los audiobooks en las clases de inglés?

S: si es muy interesante ya que se aprende más fácil y es más eficaz.

T: Bueno, eh cual de las siguientes herramientas... crees que te facilitan la comprensión del audiobook, las imágenes, los texto, las mímicas

S: eh, las imágenes.

T: ¿por qué?

S: Porque en las imágenes uno puedes pues notar como hacen todo esto y así uno lo va a aprender mucho más fácil.

T: Bueno, eh cuando comprendes más la historia cuando la narra el profesor o cuando la escuchas del audiobook

S: Cuando la escucho del audiobook.

T: ¿Por qué?

S: Porque ahí explican mejor pues dan una forma como eficaz de uno aprender.

T: Bueno, eh... eh, cuando escuchaste en las actividades donde aplicamos, implementamos el audio libro, el audiobook eh... alcanzaste a

comprender la idea general del texto... de lo que escuchabas.

S: sí, sí se aprende mucho más fácil porque uno le pone más cuidado a lo que se dice, pues se hace una clase más interesante.

T: Bueno, y en las historias que dimos identificaste los personajes con facilidad

S: Sí, se pues, se, el audiobook se, se escucha todo más fácil y puede uno ubicar a los personajes y a la lectura sí, si esta allí.

T: Bueno... Bueno, te gustaría que el colegio brin, te brindara la oportunidad de tener los audio libros como para llevártelos a tú casa y practicar

S: Claro, porque uno [...] digamos acá puede escuchar y todo, pero uno no se los graba más fácil en cambio si usted los va escuchando en su casa cada vez se lo va aprendiendo mucho más, fácil.

T: Entonces consideras que los audio libros son eficaces para la clase de ingles

S: Sí, claro.

S: Bueno, muchas gracias

1.2.11 Cristian

T: Eh, te parece interesante el uso de audiobooks en las clases de inglés

S: Sí

T: ¿Por qué?

S: Porque así nos orienta mejor para... mejor dicho, es que así como que nos concentramos mejor porque digamos nos ponen un taller y digamos la profesora explica en el tablero y hay muchos que no entienden entonces con la grabadora uno, ustedes le preguntan a uno que, que saquen palabras y todo eso lo que entendieron entonces después la corrigen en el tablero

T: Cual de las siguientes herramientas crees que te facilitan la comprensión del audiobook, las imágenes, el texto, la mímica

S: huh, yo creo que el texto.

T: ¿Por qué?

S: Porque digamos, como le digo yo...mmm... No si, porque así le, le ayuda a uno más... eh a usted le dan fotocopias, si o no... entonces usted la puede hacer a si sin la cosa de la profesora, si me entiende, si a usted le explican como la tiene que hacer y le queda más fácil.

T: Bueno, cuando comprendes más la historia cuando la narra el profesor o cuando la escuchas del audiobook

S: Con el audiobook

T: ¿Por qué?

S: Que lo guía más a uno, porque uno está pendiente de él, de lo que dicen, si o no, y a

cambio con el profesor, el profesor digamos le explica algo...sí o no, entonces a usted al momentico se le olvida, en cambio con el audiobook él sigue, él explica pero uno como que se va guiando por... que, mmm.

T: Bueno, durante la implementación del audiobook en las clases de inglés comprendiste la historia y los personajes

S: Siii, lo de, lo de los cuentos que nos colocaron ahí, si

T: Bueno, como, como se te facilitaba identificar los personajes por, cuando escuchabas que decían el nombre del personaje o cuando decían las características y todo eso

S: Los nombres

T: Nombres, ah.

T: Eh... ya la última es, pues te gustaría que el colegio te facilitara a ti los audios libros o audio, o audiobooks como para que te los llevaras a tú casa

S: Sí

T: ¿Por qué?

S: Que digamos a usted le facilitan un audiobook usted se lo lleva a su casa, y digamos usted está solo en su pieza en el que sea, entonces se, se relaja ahí escuchando, entonces entiende más fácil lo que le dicen, entonces se aprende más fácil el inglés

T: A bueno pues muchas gracias.

Appendix B

2. Survey

2.1 Survey protocol

ENCUESTA

Título del Audio libro: _____

Fecha: _____

En la siguiente encuesta deberá marcar con una X la respuesta de su elección y responder el ¿por qué? De dicha opción.

1. ¿Comprendió con facilidad la idea general expuesta en el audio libro? Si ___ No ___

2. ¿Quiénes eran los personajes de la historia?

3. En la siguiente escala señale el numero de palabras comprendidas durante la historia:

1 a 5 ___ 5 a 10 ___ Más de 10 ___

4. ¿Cuál de las siguientes ayudas considera más importante para la comprensión del audiolibro?:

Vocabulario ___ Texto ___ Imagen ___

¿Por qué?

5. ¿Considera que pausar el audiolibro le permitió comprender aun más la historia? Si ___

No ___

¿Por qué?

6. ¿Completar las oraciones le facilitaron la comprensión de la historia? Si ___ No ___

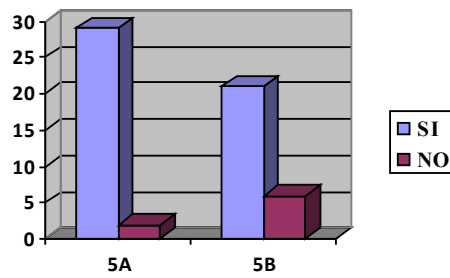
7. ¿Se le dificulto entender el vocabulario de la historia?

2.2 Survey sample

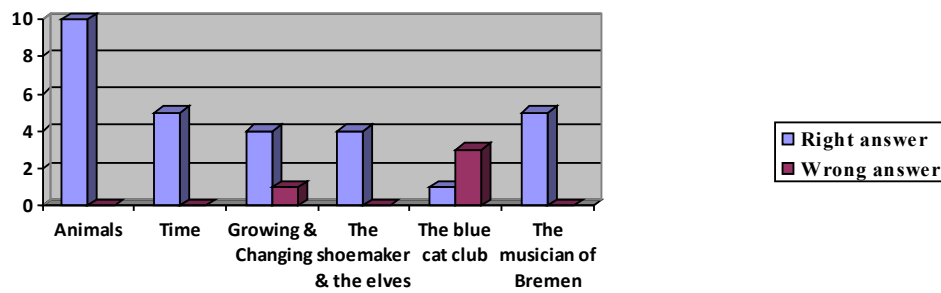
The image shows two examples of completed survey forms. The first form is for the audio book "Growing & Changing" (ENCUESTA), dated March 3, 2010. The respondent marked 'Si' (Yes) for question 1 and 'Si X' (Yes) for question 2. The characters are identified as "Mamá y el niño" (Mother and the child). For question 3, the respondent marked "5 a 10" (5 to 10 words). For question 4, the respondent marked "Vocabulario" (Vocabulary) and wrote "se va poco y un niño de que al niño le regalaron un perro y el perro más" (it goes little and a child that the child was given a dog and the dog more). For question 5, the respondent marked "Si" (Yes) and wrote "Muy buena y uno aprende mucho" (Very good and one learns a lot). The second form is for "The Shoemaker & The Elves" (ENCUESTA), dated 10/02/2010. The respondent marked "Si X" (Yes) for question 1 and "Si X" (Yes) for question 2. The characters are identified as "se trataba de un zapatero y los duendes" (it was about a shoemaker and the elves). For question 3, the respondent marked "5 a 10" (5 to 10 words). For question 4, the respondent marked "Vocabulario" (Vocabulary) and wrote "el zapatero y los duendes" (the shoemaker and the elves). For question 5, the respondent marked "Si X" (Yes) and wrote "no ya lo entendi muy bien" (no, I already understood it very well).

2.3 Survey graphics

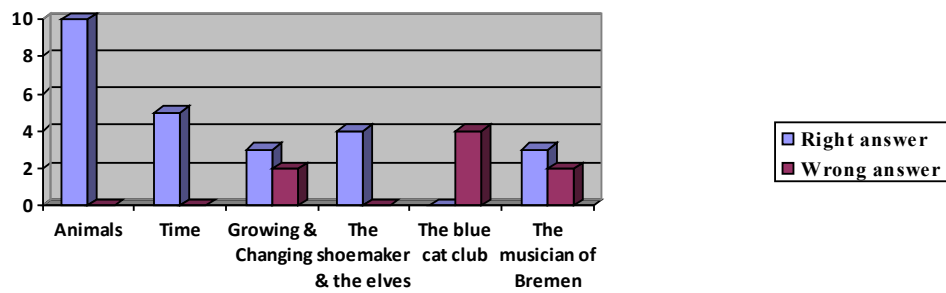
1. ¿Comprendió con facilidad la idea general expuesta en el audio libro?



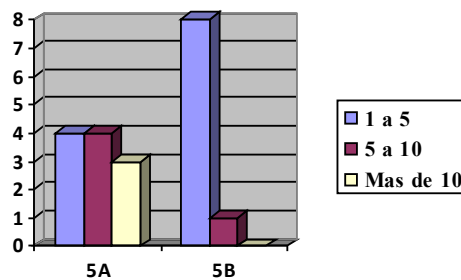
3. ¿Pausar el audiolibro le permitió identificar los personajes de la historia?5A



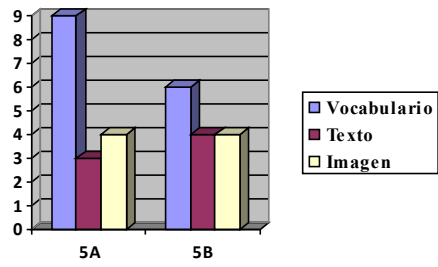
1.1 ¿Pausar el audiolibro le permitió identificar los personajes de la historia?5B



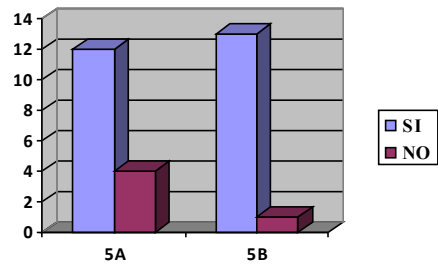
4. Numero de palabras comprendidas en la historia



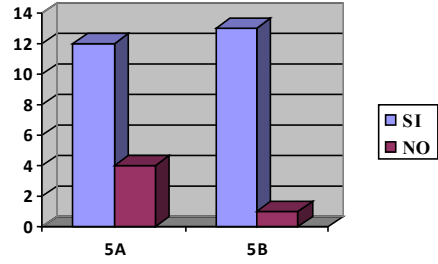
5. Ayudas para la comprensión del audio libro



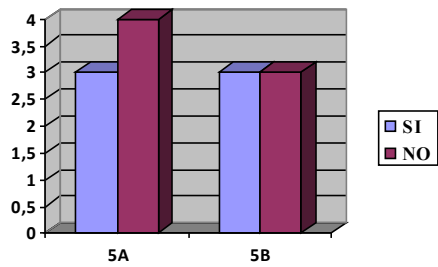
6. *¿Considera que pausar el audiolibro le permitió comprender aun más la historia?*



7. *¿Completar las oraciones le facilitaron la comprensión de la historia?*



8. *¿Se le dificulto entender el vocabulario de la historia?*



1. Lesson Plans

FACILITATORS: Andrea Milena Sánchez O. – Ayda Luz Parra V.
COURSES: 5A - 5B Grade
DATE: 17/02/2010

AUDIOBOOK: Animals

AIMS:

- ☞ To expose learners to new vocabulary, as new words are heard in the context of a story.
- ☞ To provide demonstrations of fluent reading and appropriate phrasing, intonation, and articulation.
- ☞ To help students infer the meaning of the story without a literal translation.
- ☞ To identify common elements from their prior knowledge (e.g names, places, and numbers).

COMPETENCES:

- ✓ **Listening:** Student recognize when facilitator talk to me in English and he/she react verbally and not verbally (2, 3).
- ✓ **Reading:** Student relates words with simple sentences (1).
- ✓ **Writing:** Student fills the blanks based on the topic (1).
- ✓ **Speaking:** Student actively participates at the moment to answer questions (1, 3).

Linguistic competence (1) Pragmatic competence (2) Sociolinguistic competence (3)

ANTICIPATED PROBLEMS:

- ❖ Electricity problems
- ❖ CD player does not work

ANTICIPATED SOLUTIONS:

- ❖ The teacher reads aloud

MATERIALS:

CD player, audiobook, board, market

REFERENCES:

Hosking, D. (2003). *Animals*. United Kingdom: Penguin books press.

ACTIVITY	PROCEDURE	AIM	COMMENTS
Presentation of the audiobook (10 min)	Facilitators will make a formal presentation of themselves and the audiobook project. Then one of the facilitators will introduce the audiobook showing the images.	To explain the dynamic for the listening activities. To familiarize students with the story.	All the students showed interest about the activities that we would develop and their behavior toward the class was good.
Audiobook (15 min)	Facilitator will play the audiobook and she will parse it at the main points and she will ask questions about what they listen.	To facilitate students' listening comprehension.	Parsing the audiobook helped students to identify the characters and the characteristics of each animal. Facilitator used gestures in order to clarify the meaning of words.
Group work (10 min)	Facilitator will write the name of the animals on the board and she will require students the characteristics of it.	To check the students listening comprehension.	Most of the students wanted to answer the questions and the facilitator gave the chance to some of them.
Survey (10 min)	Facilitator will choose five students in each group (5A & 5B) and she will distribute the surveys.	To analyze the students opinions about the class.	The majority of the students wanted to fill the surveys.

FACILITATORS: Andrea Milena Sánchez O. – Ayda Luz Parra V.
COURSES: 5A - 5B Grade

DATE: 24/02/2010

AUDIOBOOK: Time

AIMS:

- ☞ To expose learners to new vocabulary, as new words are heard in the context of a story.
- ☞ To provide demonstrations of fluent reading and appropriate phrasing, intonation, and articulation.
- ☞ To help students infer the meaning of the story without a literal translation.
- ☞ To identify common elements from their prior knowledge (e.g names, places, and numbers).

COMPETENCES:

- ✓ **Listening:** Student recognize when facilitator talk to me in English and he/she react verbally and not verbally (2, 3).
- ✓ **Reading:** Student relates words with simple sentences (1).
- ✓ **Writing:** Student fills the blanks based on the topic (1).
- ✓ **Speaking:** Student actively participates at the moment to answer questions (1, 3).

Linguistic competence (1) Pragmatic competence (2) Sociolinguistic competence (3)

ANTICIPATED PROBLEMS:

- ❖ Electricity problems
- ❖ CD player does not work

ANTICIPATED SOLUTIONS:

- ❖ The teacher reads aloud

MATERIALS:

CD player, audiobook, board, market

REFERENCES:

Clark, L. (2003). Time. United Kingdom: Lady bird press.

ACTIVITY	PROCEDURE	AIM	COMMENTS
Presentation of the audiobook (05 min)	Facilitator will introduce the audiobook writing the title on the board. Then she will require to students the meaning of it.	To help students infer the meaning of the story without a literal translation.	Few students understood the meaning of the title because they did not the meaning of the words.
Audiobook (15 min)	Facilitator will play the audiobook and she will parse it at the main points.	To facilitate students understanding.	Due to lack of electric energy at the school the facilitator had to read aloud the book.
Group work (10 min)	Facilitator will explain about the time (morning, afternoon, evening). Then she will ask to students about their daily routines.	To check the students listening comprehension.	Facilitator used the board for writing the daily routines and she asked students about their daily routines in order to make a comparison.
Survey (10 min)	Facilitator will choose five students in each group (5A & 5B) and she will distribute the surveys.	To analyze the students opinions about the class.	The majority of the students wanted to fill the surveys.

FACILITATORS: Andrea Milena Sánchez O. – Ayda Luz Parra V.
COURSES: 5A - 5B Grade
DATE: 03/03/2010

AUDIOBOOK: Growing & Changing

AIMS:

- ☞ To expose learners to new vocabulary, as new words are heard in the context of a story.
- ☞ To provide demonstrations of fluent reading and appropriate phrasing, intonation, and articulation.
- ☞ To help students infer the meaning of the story without a literal translation.
- ☞ To identify common elements from their prior knowledge (e.g names, places, and numbers).

COMPETENCES:

- ✓ **Listening:** Student recognize when facilitator talk to me in English and he/she react verbally and not verbally (2, 3).
- ✓ **Reading:** Student relates words with simple sentences (1).
- ✓ **Writing:** Student fills the blanks based on the topic (1).
- ✓ **Speaking:** Student actively participates at the moment to answer questions (1, 3).

Linguistic competence (1) Pragmatic competence (2) Sociolinguistic competence (3)

ANTICIPATED PROBLEMS:

- ❖ Electricity problems
- ❖ CD player does not work

ANTICIPATED SOLUTIONS:

- ❖ The teacher reads aloud

MATERIALS:

CD player, audiobook, worksheets, board, market

REFERENCES:

Laidlaw, C. (2000). *Growing & Changing*. London: Prentice hall regents press.

ACTIVITY	PROCEDURE	AIM	COMMENTS
Presentation of the audiobook (05 min)	Facilitator will introduce the audiobook writing the title on the board. Then she will require to students the meaning of it.	To help students infer the meaning of the story without a literal translation.	Few students understood the meaning of the title because they did not the meaning of the words.
Worksheets (10 min)	Facilitator will distribute the worksheets and she will write the sentences on the board. Then, she will read the sentences and the students will repeat it.	To provide the instructions about the activity to students. To familiarize the students with the pronunciation.	Some students helped to distribute the worksheets. While the facilitator wrote the sentences on the board some students were reading the words. At the moment to pronounce all the students participated.
Audiobook (15 min)	Facilitator will play the audiobook and she will parse it at the main points.	To facilitate students fill the worksheets.	Parsing the audiobook helped students to identify the correct answers. Nevertheless, for the third question they presented difficulty.
Group work (10 min)	Facilitator and students will find the correct answers. Then, facilitator will ask questions about the audiobook.	To check the students listening comprehension.	Most of the students wanted to answer the questions and the facilitator gave the chance to some of them.
Survey (10 min)	Facilitator will choose five students in each group (5A & 5B) and she will distribute the surveys.	To analyze the students opinions about the class.	The majority of the students wanted to fill the surveys.

FACILITATORS: Andrea Milena Sánchez O. – Ayda Luz Parra V.
COURSES: 5A - 5B Grade
DATE: 10/03/2010

AUDIOBOOK: The shoemaker and the elves

AIMS:

- ☞ To expose learners to new vocabulary, as new words are heard in the context of a story.
- ☞ To provide demonstrations of fluent reading and appropriate phrasing, intonation, and articulation.
- ☞ To help students infer the meaning of the story without a literal translation.
- ☞ To identify common elements from their prior knowledge (e.g names, places, and numbers).

COMPETENCES:

- ✓ **Listening:** Student recognize when facilitator talk to me in English and he/she react verbally and not verbally (2, 3).
- ✓ **Reading:** Student relates words with simple sentences (1).
- ✓ **Writing:** Student fills the blanks based on the topic (1).
- ✓ **Speaking:** Student actively participates at the moment to answer questions (1, 3).

Linguistic competence (1) Pragmatic competence (2) Sociolinguistic competence (3)

ANTICIPATED PROBLEMS:

- ❖ Electricity problems
- ❖ CD player does not work

ANTICIPATED SOLUTIONS:

- ❖ The teacher reads aloud

MATERIALS:

CD player, audiobook, worksheets, board, market

REFERENCES:

Laidlaw, C. (2000). *Growing & Changing*. London: Prentice hall regents press

ACTIVITY	PROCEDURE	AIM	COMMENTS
Presentation of the audiobook (05 min)	Facilitator will introduce the audiobook writing the title on the board. Then she will require to students the meaning of it.	To help students infer the meaning of the story without a literal translation.	Few students said words relate to the title in order to find out the meaning. One students said a funny word that he related according to what he listened (e.g shoe shop: like chucha)
Worksheets (10 min)	Facilitator will distribute the worksheets and she will write the sentences on the board. Then, she will read the sentences and the students will repeat it.	To provide the instructions about the activity to students. To familiarize the students with the pronunciation.	Some students helped to distribute the worksheets. While the facilitator wrote the sentences on the board some students were reading the words. At the moment to pronounce all the students participated.
Audiobook (15 min)	Facilitator will play the audiobook and she will parse it at the main points.	To facilitate students fill the worksheets.	While the audiobook was playing some of the students were reading the sentences of the worksheet. During the audio activity students required to facilitator repeated the audio because they could not find some answers.
Group work (10 min)	Facilitator will require students to correct the worksheet on the board.	To analyze those students who can match the word with the sentences correctly.	Few students wanted to wrote the answer on the board but most of them said the answers orally.
Survey	Facilitator will choose five students in	To analyze the students	The majority of the students

(10 min)	each group (5A & 5B) and she will distribute the surveys.	opinions about the class.	wanted to fill the surveys.
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FACILITATORS: Andrea Milena Sánchez O. – Ayda Luz Parra V.

COURSES: 5A - 5B Grade

DATE: 17/03/2010

AUDIOBOOK: The blue cat club

AIMS:

- ☞ To expose learners to new vocabulary, as new words are heard in the context of a story.
- ☞ To provide demonstrations of fluent reading and appropriate phrasing, intonation, and articulation.
- ☞ To help students infer the meaning of the story without a literal translation.
- ☞ To identify common elements from their prior knowledge (e.g names, places, and numbers).

COMPETENCES:

- ✓ **Listening:** Student recognize when facilitator talk to me in English and he/she react verbally and not verbally (2, 3).
- ✓ **Reading:** Student relates words with simple sentences (1).
- ✓ **Writing:** Student fills the blanks based on the topic (1).
- ✓ **Speaking:** Student actively participates at the moment to answer questions (1, 3).

Linguistic competence (1) Pragmatic competence (2) Sociolinguistic competence (3)

ANTICIPATED PROBLEMS:

- ❖ Electricity problems
- ❖ CD player does not work

ANTICIPATED SOLUTIONS:

- ❖ The teacher reads aloud

MATERIALS:

CD player, audiobook, worksheets, board, market

REFERENCES:

Smith, B. (2003). *The blue cat club*. England: Penguin reader books.

ACTIVITY	PROCEDURE	AIM	COMMENTS
Presentation of the audiobook (05 min)	Facilitator will introduce the audiobook writing the title on the board. Then she will require to students the meaning of it.	To help students infer the meaning of the story without a literal translation.	Most of the students associated the title of the story with the animal (cat).
Worksheets (10 min)	Facilitator will distribute the worksheets and she will explain that students need to fill the blanks in order to complete the paragraph.	To provide the instructions about the activity to students.	Some students helped to distribute the worksheets. According to the word list the facilitator required to identify the characters of the story. The students recognize those characters that had a proper name (James, Chantal & Merlin).
Audiobook (15 min)	Facilitator will explain that for this class students will listen to the entire story without parsing it.	To evaluate the students listening comprehension.	Most of the students got confuse at the moment to listen the whole audio and some expressed that for them were better to parse it. Nevertheless they try to fill the worksheet.
Group work (10 min)	Facilitator will ask questions about the audiobook.	To check the students listening comprehension.	Few students answered the questions when the facilitator asked. However, at the end of

			the class the facilitator realized that many students knew the answers when they talked about the story among them but they did not want to participate in the class.
Survey (10 min)	Facilitator will choose five students in each group (5A & 5B) and she will distribute the surveys.	To analyze the students opinions about the class.	The majority of the students wanted to fill the surveys.

FACILITATORS: Andrea Milena Sánchez O. – Ayda Luz Parra V.
COURSES: 5A - 5B Grade
DATE: 24/03/2010

AUDIOBOOK: The musician of Bremen

AIMS:

- ☞ To expose learners to new vocabulary, as new words are heard in the context of a story.
- ☞ To provide demonstrations of fluent reading and appropriate phrasing, intonation, and articulation.
- ☞ To help students infer the meaning of the story without a literal translation.
- ☞ To identify common elements from their prior knowledge (e.g names, places, and numbers).

COMPETENCES:

- ✓ **Listening:** Student recognize when facilitator talk to me in English and he/she react verbally and not verbally (2, 3).
- ✓ **Reading:** Student relates words with simple sentences (1).
- ✓ **Writing:** Student fills the blanks based on the topic (1).
- ✓ **Speaking:** Student actively participates at the moment to answer questions (1, 3).

Linguistic competence (1) Pragmatic competence (2) Sociolinguistic competence (3)

ANTICIPATED PROBLEMS:

- ❖ Electricity problems
- ❖ CD player does not work

ANTICIPATED SOLUTIONS:

- ❖ The teacher reads aloud

MATERIALS:

CD player, audiobook, worksheets, board, market

REFERENCES:

Vagnozzi, B. (2007). *The musician of Bremen*. Sydney: Child’s Play (international) Ltd.

ACTIVITY	PROCEDURE	AIM	COMMENTS
Presentation of the audiobook (05 min)	Facilitator will introduce the audiobook writing the title on the board. Then she will require to students the meaning of it.	To help students infer the meaning of the story translating the title word by word.	The students tried to interpret the word “musician” saying just synonyms. When the facilitator noticed that students were lost she got the translation of it.
Worksheets (10 min)	Facilitator will distribute the worksheets and she will write the sentences on the board. Then, she will read the sentences and the name of the animals.	To provide the instructions about the activity to students. To familiarize the students with the pronunciation.	The students repeated the sentences and the name of the animals (donkey-dog-cat-rooster) and some of them asked about the meaning of donkey and rooster.
Audiobook (15 min)	Facilitator will play the audiobook and she will parse it at the main points.	To facilitate students fill the worksheets.	The students answered without problems because they recognized the sound of

			each animal.
Group work (10 min)	Facilitator and students will find the correct answers. Then, facilitator will ask questions about the audiobook.	To check the students listening comprehension.	Facilitator showed the images and the students said the name of the animal and they produced the sounds.
Survey & Interview (10 min)	Facilitators will distribute the surveys for all the students. Then they will choose four students of each group (5A-5B) to make the interview.	To analyze the students opinions about the class.	All the students filled the surveys. The students who were selected for the interview were participative and they felt excited because they were in front of a camera.

2. Worksheets

GROWING & CHANGING

❖ Based on the audiobook choose with an (X) the correct answer that completes the following sentences:

- He was so ____ I could hold him in my arms: ___Big ___Little ___Tall
- Max is just growing ____: ___Faster ___Slower ___Quickly
- Dogs should not be ____ that their boys: ___Short ___Thin ___Taller
- Now, I'm ____, and I'm taller than Max: ___Ten ___One ___Seven
- Max is done ____: ___Growing ___Changing ___Walking

THE SHOEMAKER & THE ELVES

❖ Match the sentences with the correct word:

- | | |
|---|----------------------|
| 1. "One last pair of ____" | A. Window |
| 2. There's something on the ____! | B. Shoemaker - magic |
| 3. He puts the shoes in the ____ | C. dance |
| 4. "Here are three gold ____" | D. Shoes |
| 5. "Look!" cries the ____ "more ____" | E. Shop |
| 6. He goes out and he ____ some more ____ | F. table |
| 7. At midnight they see two ____ | G. coins |
| 8. "Let's make some ____ for them" | H. Buys - leather |
| 9. Dance, dance, ____ | I. Little - elves |
| 10. Now his ____ is a good shop. | J. clothes |

THE BLUE CAT CLUB

❖ Put the correct word within the paragraph.

A. The blue cat club B. Chantal C. Magic D. Cabaret E. Front F. table G. Friendly H. James I. Laughing J. Merlin

*They drive down into Cannes and look for (1) _____. It is in a big street near the sea. Oh! Look, (2) _____ says. "There it is, and look! There's a (3) _____ too. Merlin, man of (4) _____. Good. I love magic." OK (5) _____ says. "Let's go in and get a good tables at the (6) _____." They go into the Blue Cat Club and sit at a table at the front. There is music and people are dancing. James asks a man for some drinks.

*They see (7) _____, the man of magic. He is very clever. He walks from (8) _____ to table. He goes behind the people at the tables. He is very (9) _____. He takes fruit form a woman's hair and an egg from a man's mouth. People are (10) _____. Chantal loves it.

THE MUSICIANS OF BREMEN

❖ Connect the sentence with the name of the character according to the story.

a. Cat	b. Dog	c. Old donkey	d. Rooster
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1. "I think I'd like to be a town musician now!" _____
2. "I'm too old to hunt any more" _____
3. "I'm too slow to catch mice now" _____
4. "I am going to be cooked tomorrow" _____
5. "I'm cold... and the ground is hard. I miss my clanked!" _____
6. "Let's see if we can stay there" _____
7. "Let's see off those villains!" _____
8. "They look stronger than we are" _____